




2022-23 Quarter to December – Education (Term 2)







Performance Report – Service Plan



STRATEGIC ACTIONS IMPROVING OUTCOMES FOR ALL					
Action Code	Action Title	Due Date	Latest Status Update	Status Progress	Status Icon
EDU IOFA 2.1	Finalise Stretch Aims following interrogation and review of key attainment measures from SQA, SCQF and BGE ACEL, initiating revised support and scrutiny framework	30-Jun-2023	Further contact from Education Scotland and Scottish Government leading to review of Stretch Aims and further development as requested to build in SIMD 1 comparator for Core measures. Slight revision to Stretch Aims with publication and further reported to Committee in January 2023 along with CfE ACEL paper. Ongoing scrutiny of datasets through Secondary Improvement Model and awaiting publication of Scottish Government Insight benchmarking tool leaver measures and positive destinations in February 2023. Ongoing reflection and review. Revised Secondary Improvement Model underway with virtual visits for attainment undertaken with four schools and four further in-person visits to be undertaken.	90%	
EDU IOFA 2.2	Implement iImpact Moray Strategy across our system in collaboration with Education Scotland, Insight, SQA and SCQF improving outcomes for all	30-Jun-2023	Continued roll-out of iImpact Moray with further Scottish Government Insight sessions planned with our Insight advisor following meeting in December as our one-year Insight review. Further sessions planned post-February Insight update with senior leaders and identified staff groups. ADES/Education Scotland Collaborative Improvement visit to Midlothian participated in by the QIM (East) to support looking outwards, with Moray Collaborative Improvement visit with ADES/Education Scotland underway linked to iImpact Moray and Curriculum (Senior Phase) development. Continuing to look forwards in planning and collaboration for strengthening improved outcomes. Revised approach to Secondary School visits with all 8 secondary schools having had either a virtual or in-person Secondary Attainment and Performance review. Four secondary schools have had a Secondary improvement Model (SIM) reviewing visit for 1 to 2 days involving peer HT/DHT and central reviewing team, with self-evaluation gathered leading to triangulated and extended evidence and evaluative report with strengths and areas for future focus agreed for improving outcomes for all young people. Revised Primary visit schedule for term 2-3 and associated visit programme, central on quality indicator 2.3, Learning, Teaching and Assessment (HG105?4).	75%	
EDU IOFA 2.3	Further enhance approaches to data tracking, monitoring, interrogation and literacy across our system	30-Jun-2023	Continuation of roll-out underway with 60% of schools reached to date. Continued work on development tools.	75%	
EDU IOFA 2.4	Through data intelligence, targeted focus on supporting the teaching of Literacy (Writing) and Numeracy in the BGE	30-Jun-2023	Continued progress with tracking and monitoring supporting data interrogation. QIO visits supporting data interrogation and impact of intervention monitoring.	75%	







EDU IOFA 2.5	Through data intelligence, task Secondary School Subject Groups with key improvement actions in order to add value to curriculum offer, uptake and attainment	30-Jun-2023	Further intelligence gathering through Secondary Improvement Model visits with core actions identified in relation to development of staff at all levels including idle leaders. Intelligence gathering following all secondary visits in term 3 will direct future actions with regard to middle leader development of key actions for improving curriculum offer, uptake and raising attainment as a system.	75%	
EDU IOFA 2.6	Extend and seek opportunities to continue and enhance partnership working to implement key legislative requirements	30-Jun-2023	ADES/Education Scotland collaborative improvement visit to Midlothian with Moray visit to take place with ADES/Education Scotland colleagues in February. Key partnership activities continuing and wider networks with collaborative improvement activity to support curriculum development across our schools for raising attainment.	80%	
EDU IOFA 2.7	Rejuvenate system-wide buy-in and contribution to improvement at all levels	30-Jun-2023	As above – work continuing linking with Primary and Secondary colleagues across our system to build improvement for raising attainment/improved learner outcomes.	75%	

SERVICE ACTIONS CURRICULUM


Action Code	Action Title	Due Date	Latest Status Update	Status Progress	Status Icon
EDU SERV CUR 1.1	Fully implement and embed the Moray Play Strategy and curriculum progressions	30-Jun-2023	All ELC services are using Early level progressions to transition to P1. Further review of these will be required to bring in line with Progress and achievement and work with EDU SERV CUR1.2. Over half of our Primary schools are now engaging and working with Moray Play and responsive planning approaches. Further training in November 2022. Play training completed during November in service and further input for May 2023. Ongoing support from Teaching and Learning teacher for individual services. Networking sessions are also being facilitated on a termly basis.	60%	
EDU SERV CUR 1.2	Support the roll-out and implementation of Moray Curricular Progressions, ensuring cohesion with ELC and Senior Phase (all)	30-Jun-2023	Maths, Literacy and Science curricular progressions have been developed and are currently being trialled by 10 Primary schools and an ASG. Presentation to all Head Teachers highlighting what progressions are available and in development. The new literacy progression has been shared with ELC officers to plan how it can be used to support curricular between nursery and P1.	50%	
EDU SERV CUR 1.3	Showcase and support development of Inter-disciplinary Learning (IDL) aligned with each school's unique context and Curriculum Rationale (AB.LR)	30-Jun-2023	Three input sessions held with NQTs re. curriculum rationale and IDL. Three professional learning sways on curriculum rationale and transitions are available for schools to engage with flexibly. Northern Alliance IDL network and professional learning has been shared with all schools in Moray. Small schools have been invited to join a small school Northern Alliance network.	75%	
EDU SERV CUR 1.4	Review the Moray approach to Skills Progression	30-Jun-2023	QIO's attended Northern Alliance Professional training on embedding skills to disseminate to system. QIO completed audit of Pathway Planning Meetings. Skills Short Life Working Group established. Skills 4.0 are contained in progressions with links to professional learning, skills progression and useful resources. All DHTs and partners consulted on Pathway Planning process. Draft rationale and guidance to support Moray's approach to Skills progression in process of being completed. QIOs attending national profiling group so Moray aligns with national review of skills development	75%	
EDU SERV CUR 1.5	Development of Literacy and Numeracy strategies	30-Jun-2023	This had been paused due to absence of the lead officer concerned. Information gathering and review now completed. Initial outline strategy for literacy completed for review. Working group to be established in January for further consultation. Moray literacy network also to be established in January.	50%	
EDU SERV	Continue to consider with secondary	30-Jun-	Collaborative Improvement visit in planning stages linking with ADES and Education Scotland	75%	






CUR 1.6	school leaders and wider partners, curriculum and accreditation opportunities	2023	colleagues in February 2023, following QIM involvement in Midlothian Council Collaborative Improvement visit, focusing on senior phase curriculum and raising attainment. Further meeting with Education Scotland Curriculum Innovation team in support of Curriculum developments.		
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SERVICE ACTIONS LEADERSHIP

Action Code	Action Title	Due Date	Latest Status Update	Status Progress	Status Icon
EDU SERV LEADER 3.1	Complete and roll-out the reviewed Professional Learning and Leadership (PLL) Strategy	30-Jun-2023	This gained the approval of LNCT on Thursday 3 November 2023. The PLL Working Group will be refreshed and work on a plan to roll out the PLL Strategy from February 2023 onwards.	75%	
EDU SERV LEADER 3.2	Develop and share toolkits to support practitioner engagement at all levels with the PLL Strategy	30-Jun-2023	The 12 toolkits have been added for use to the Moray Education PLL Sharepoint site and Padlet, and are being updated as required. The toolkits will be launched once QIO meets with the PLL Working Group on Monday 20 February.	75%	
EDU SERV LEADER 3.3	Review and further develop all Moray professional learning programmes (NQT, Middle Leadership, Aspiring and Senior Leadership)	30-Jun-2023	This is ongoing at present with the PLL Working Group to be refreshed once the PLL Strategy gains ECOD Committee approval on 25 January 2023. Colleagues wishing to take on Leadership in the Classroom, Aspiring to Middle Leadership, Collaborative Middle Leadership, Into Headship, In Headship and Excellence in Headship (Core and Stretch) and Evolving Systems Change programmes are referred to Education Scotland PLL (EDSPLL). The Moray Education Leadership Programme is being worked on just now for GTCS Re-accreditation in May 2023.	75%	
EDU SERV LEADER 3.4	Complete and initiate newly appointed Senior Leader Induction Programme and resources	30-Jun-2023	This is ongoing in the form of a SLT Induction Programme allied to the Moray Education Management Programme to commence in August 2023. This will be advanced once the Officer Work Plan has been consulted on at the PLL Working Group on Monday 20 February 2023.	75%	
EDU SERV LEADER 3.5	Support/extend external professional development programmes and partnerships	30-Jun-2023	This is ongoing and relevant information is sent to Moray Education colleagues when it is received through Bulletins, HT Briefings and the termly PLL Update. QIO works with various partner agencies to support Moray Education Professional Learning and Leadership activities such as UHI, GTCS, UoA, EDSPLL, The Coaching Collaborative etc. Impact of the above activities can be gauged on the basis of the number of Education colleagues accessing Professional Learning through external agencies which are given to us in arrears, there were 35 Moray colleagues on Education Scotland PLL programmes in 2021/22.	75%	
EDU SERV LEADER 3.6	Support empowerment and system leadership through guidance, signposting and facilitation	30-Jun-2023	This is ongoing and relevant information is sent to Moray Education colleagues when it is received through Bulletins, HT Briefings and the termly PLL Update. Colleagues on the Moray Education Leadership Programme (MELP) and through their annual Professional Review and Development (PR&D) Review meetings are encouraged to seek opportunities for staff to be empowered through school and other working and improvement groups. Eleven members of staff have applied for the MELP due to commence in September 2023.	75%	


SERVICE ACTIONS LEARNING, TEACHING AND ASSESSMENT


Action Code	Action Title	Due Date	Latest Status Update	Status Progress	Status Icon
EDU SERV LT&A 2.1	Continue to review and update training materials and resources to support 'Our	30-Jun-2023	School visits undertaken and further development to support priorities. New resources are being promoted including core back to basics modules for learning and teaching. Initial NQT session held in	75%	

	Moray Standard for Learning and Teaching'		November, to replace session cancelled by officer absence. Follow-up sessions arranged from January 2023 are underway. Informed by school visit programme, further resources have been developed for CLPL sessions in relation to creativity in learning and teaching, supporting pedagogy and practitioner confidence in lesson delivery.		
EDU SERV LT&A 2.2	To promote and support the use of observation toolkits and extend towards Professional Learning Communities and Practitioner Enquiry approaches	30-Jun-2023	Observation toolkits developed and previously agreed by LNCT prior to National Lockdown continue to be used by schools and signposted where schools require support in this area. New GLOW Sharepoint site developed and will be populated with all key resources for Learning and Teaching developed for Our Moray Standard. Schools are re-establishing processes for learning observations and working together to develop professional learning programmes based on sharing good practice and strengthening practitioner confidence.	70%	
EDU SERV LT&A 2.3	Initiate small-scale Professional Enquiry for wider system participation (RN)	30-Jun-2023	Training material has been developed and will be uploaded to central point for use to support professional enquiry. Local networks to be organised in term 3/4. Progress in this area has been delayed due to officer absence and need for intelligence gathering from wider system to inform development based on good practice observed and emerging needs.	50%	
EDU SERV LT&A 2.4	Support BGE Moderation and QAMSO network activities through the BGE Moderation Strategy	30-Jun-2023	QIO's and 60 practitioners across Moray attended national training for QAMSOs. Plan established for QIOs/QAMSOs to progress at a local level through networking and professional learning to support moderation in schools and ASGs across Moray. A Moray QAMSO Network is established with good attendance to support moderation across Moray. Professional learning, sharing local and national resources to plan ASG moderation has been a focus. A short life-working group is to review the current guidance on moderation.	75%	
EDU SERV LT&A 2.5	Continue to develop play pedagogy approaches across ELC and Primary	30-Jun-2023	QIO for BGE Curriculum joins regular meetings with ELC team to plan events, focus for networking, resources and consistency. QIO attends Moray Play network and presented at the last meeting on your rationale for play. Regular joint meetings with QIO and ELC representatives. QIO recorded 7 videos on transition, which were shared, with all nurseries during INSET. QIO has been joining other QIOs for joint school visits to support and challenge the development play pedagogy in P1. Teaching and learning teacher facilitating network sessions for over half Primary schools in Moray. Wakelet resource being updated to share with colleagues across the Early Level.	75%	
EDU SERV LT&A 2.6	Roll-out and support the revised Parental Involvement and Engagement Strategy	30-Jun-2023	LNCT approved the Parental Involvement and Engagement Strategy and a Committee report has been prepared to go to Committee on Jan 25 th . A number of case studies are being prepared for sharing and a meeting of the Steering Group is taking place after the mid-term break to evaluate progress and next steps with implementation.	95%	


SERVICE ACTIONS




SELF-EVALUATION FOR SELF-IMPROVEMENT

Action Code	Action Title	Due Date	Latest Status Update	Status Progress	Status Icon
EDU SERV SELF-EVAL 5.1	Increase and improve system-wide accountability and responsibility for improvement across the Education service	30-Jun-2023	Secondary Improvement Model (SIM) visits have taken place involving a team of QIO/QIM staff and SIM partner school staff. Reports outlining key findings including key strengths and areas for development issued to participating schools. Findings used to inform school improvement and supplements school self-evaluation evidence. Positive feedback has been received on approach taken	75%	

			<p>and rigour of triangulation and depth of visit reporting for informing school improvement.</p> <p>Analysis of schools in relation to readiness for inspection and a range of targeted visits by QIO/QIM team with a focus on validating self-evaluation around learning, teaching and assessment. Reports drafted and ready for team moderation to ensure consistency before issuing to schools. Reports highlight strengths and areas for improvement with discussions around next steps and support required.</p> <p>Primary School visit programme has been initiated and undertaken during term 2 and into term 3, focused on key Quality Indicators (HGIOS?4) related to learning, teaching and assessment. This has provided key messages to inform development for link officers, QIOs Curriculum and QIO Learning, Teaching and Assessment. Following completion of this session's visit programme, a revised Quality Framework will be developed for Primary in line with Secondary Improvement Model and will be initiated with a menu of approaches which will include direct visits, validated self-evaluation and partnership working across schools as options, route determined by stage in self-evaluation and school improvement journey and central capacity (from 2023/2024 following completion of this session's cycle).</p>		
EDU SERV SELF-EVAL 5.2	Review approaches to self-evaluation for self-improvement across our system including updating guidance in line with statutory scrutiny and requirements	30-Jun-2023	Continued piloting of Secondary Improvement Model/Secondary Attainment and Performance Framework and roll-out of Primary Visit programme this session is informing central intelligence and supporting school improvement through identification of strengths and areas of focus for schools, as part of our scrutiny role in line with Standards in Scotland's Schools. Key messages gathered are being used to inform officer workplans and future focus for strategic work moving forwards. Feedback gathered will be used to inform our 'menu of options' based Quality Framework next session, developed following completion of this session's visit programme with a view to improving outcomes for all children and young people through a balance of support and scrutiny/supportive challenge of school improvement activities. Revised templates in place for self-evaluation profiles in line with Education Scotland requirements. Review of SIP/SQR guidance and template underway to reflect changed in 2023 NIF Action Plan and local changes to Education Strategic Plan forthcoming.	75%	

SERVICE ACTIONS SUPPORTING ALL LEARNERS

Action Code	Action Title	Due Date	Latest Status Update	Status Progress	Status Icon
EDU SERV SUPPORT ALL 4.1	Roll-out and implementation of the Supporting All Learners Strategy with development of rubric to support 6-year plan	30-Jun-2023	<p>Moray's Nurture Principles for All have been delivered in all 8 ASGs to ELC, primary and secondary practitioners. From feedback received from the primary sector, almost all schools have embraced the principles. Primaries indicated that they would like opportunities to ensure that these are reflected in the ethos, life and work of the school and would welcome support materials to evaluate progress and plot next steps. The secondary sector have requested further training specifically linked to their settings and different class/teacher structure. Training was delivered by Education and Education Resources central team members and practitioner volunteers. Further training for those who were unable to attend will be offered next term.</p> <p>All establishments have been asked to complete the identification of training needs paperwork so that the core SAL can plan and deliver further training to support the implementation of the nurture principles and the SAL strategy. In all sectors there is an ask for more focused training – face to face and online – on each principle and how other training materials e.g. Zone of Regulation, can further support a whole school approach. A draft rubric has been completed to support individual</p>	70%	

			establishments., and this will be discussed further in January with the core SAL group		
EDU SERV SUPPORT ALL 4.2	Continue to undertake the Additional Support Needs Review within key workstream areas	30-Jun-2023	Education Team Officers continue to attend the ARG meetings, and work closely with Educational Psychology and MSEBN to support ASN review as required.	10%	
EDU SERV SUPPORT ALL 4.3	Develop a cohesive single/multi-agency plan for full implementation of the UNCRC and 'The Promise'	30-Jun-2023	<p>QIO has taken forward aspects of The Promise in line with reviewing and developing the Child's Planning Process. There is a further development session planned for January 2023 to align all services to ensure that there is a unified understanding of actions and responsibilities in delivering The Promise across all various departments in the council and beyond</p> <p>In terms of multi-agency development of a plan for implementation of the UNCRC and 'The Promise,' QIO's have contributed to the collation of data to inform the next Children's Services Plan. The Children's Services Plan will incorporate aims and ambitions within both areas and will support role out on a single and multiagency basis.</p> <p>QIO has contributed to the design of the Children's Services Plan working with a range of services to review plans from other LA areas. We have a template devised and ready to share with wider stakeholders.</p> <p>QIO has contributed to the Corporate Parenting Group and the Education and Employability group. Both focus on specific aspects the 'Promise'. Discussions have taken place with peer QIM (SM) and HoS around how we cascade the aims to Education Service. Agreement that the review of the Attainment Strategy will have a vignette on Care Experienced and Looked After Children and Young People.</p> <p>The post of Virtual Head Teacher has been created and advertised. This role will have a specific remit around raising attainment for Care Experienced and Looked After Children and Young People.</p>	50%	
EDU SERV SUPPORT ALL 4.4	Strengthen Curricular HWB offer across Moray	30-Jun-2023	QIO has developed a draft version of a HWB progression. During the next quarter QIO's will be working to strengthen the HWB curriculum offer and align it with the other curricular progressions. Mental Health and Wellbeing training for Milne's ASG staff is being piloted in January, with a plan to offer this to other ASGs over the next 12 months	70%	
EDU SERV SUPPORT ALL 4.5	Review alternative and part-time timetable provision across Moray to maximise school attendance, participation and attainment and partner involvement	30-Jun-2023	Data analysis of flexi timetables has led to a review of the attendance policy by the secondary DHTs of Pastoral. This will be consulted on further next quarter with primary HTs/DHTs, including an LNCT rep. Further consultations will be taken into consideration along with embedding the UNCRC and The Promise. This also aligns with the work completed by the Child's Planning Thematic group regarding the Child's Planning process following the extensive audit undertaken during Quarter 1 and 2 with professionals, parents and pupils. A new format has been drafted by the group and shared with HoS and DHTs Pastoral for initial feedback. Further consultations are to be undertaken next quarter, with supporting guidance to be written. Solution Oriented training will be given across Education, Health and Social Work to support the implementation of the new Child's Planning Process, and to coherently align with the new Child Protection Child's Planning Process.	70%	